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ABSTRACT

This is a report of a conference devoted to the establishment of short- and long-range goals to assert the rights of the college in its community and to determine corresponding responsibilities. Two basic concerns prompting the conference were: (1) the rapid change in the composition of the student body accompanied by changing needs; and (2) the need for increased attention on the individual. The document covers conference activities and results, as well as the philosophy and attitudes of staff members concerning the community education functions of the community college. Some of the institutional objectives developed for Wytheville Community College (Virginia) were; (1) increase enrollment; (2) increase service to the community; (3) prepare for college self-study through self-study within divisions; (4) reorganize occupational-technical advisory committees; (5) develop behavioral objectives for at least 75% of its courses; (6) increase circulation of library materials by 10%; (7) improve communications among faculty, students, and administrators; and (8) improve classroom teaching as evaluated by student response. (RN)

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REGIONAL RELEVANCY: A RIGHT AND A RESPONSIBILITY

A PERSPECTIVE ON THE COMMUNITY COLLEGE

A Report On

In-Service Training

At

WYTHEVILLE COMMUNITY COLLEGE

Wytheville, Virginia

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CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

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INTRODUCTION

REGIONAL RELEVANCY: A RIGHT AND RESPONSIBILITY

A PERSPECTIVE ON THE COMMUNITY COLLEGE

Should the activities or programs of a community college be relevant to the needs of its community? Does a community college have certain rights in regard to community needs, and do these rights imply certain responsibilities? These questions are of paramount importance to community colleges across the country today as the basic pattern of community college education becomes established in America and as these colleges begin to expand their activities into the community.

When a certain type of institution, whether it be a public utility or some other corporation, is given a franchise, it is for all practical purposes given certain stated rights, and almost without exception these rights are accompanied by certain responsibilities. In the charter establishing most community colleges the college is given certain broad rights to provide for educational needs of a specific community. It is the contention of the Wytheville Community College staff that these rights also imply certain responsibilities. For example, the Wytheville Community College general statement of purpose as established by the Commonwealth of Virginia is as follows:

> The Wytheville Community College is dedicated to the belief that each individual should be given a continuing opportunity for the development and extension of his skills and knowledge along with an opportunity to increase in awareness of his role and responsibility in society. The college is devoted to serve the educational needs of its community and assumes a responsibility to help provide the requirements for trained manpower in its region through a cooperative effort with local industry, business, professions, and government.

The legislation establishing Virginia's community colleges gives these colleges certain rights. For example, the following quotation is a significant portion of this legislation:

> "In any area served by a comprehensive community college no institution of higher learning which conducts extension programs shall after the effective date of this chapter offer courses of study similar to those offered by a comprehensive community college except as authorized by the State Council of Higher Education."

Now, if the community college has certain rights asserted or specified by law, it should vigorously pursue and assume responsibilities corresponding to those rights.

During the Fall 1971 Inservice Training Conference at Wytheville Community College, one week was devoted to the establishment of short- and long-range college goals to assert the rights of the college in its community, and to determine the corresponding responsibilities. In short, the purpose of the program was to make the programs and activities of the college relevant to the educational development needs of the people of the community college's service area.

Two basic considerations which precipitated the conference, "Regional Relevancy: A Right and A Responsibility," and the resulting redirection for the community college were as follows:

1. The composition of the college's student body had been rapidly changing in recent years in such a way as to dictate the focusing of attention on new academic programs to meet the changing needs of those students. New instructional methods and techniques were needed to provide appropriate and rewarding educational experiences for them.

2. Increased attention must be focused on the individual, especially the adult in the community, who previously had not been served by institutions of higher education. In a rapidly changing society and technology, increased emphasis

must be placed on providing continuing education for the worker, the housewife, the elderly, and the disadvantaged.

The activities and results of this conference, in addition to the philosophy and thinking of the Wytheville Community College staff members on the subject of the community education functions of the community college, are covered in this paper. The learning activities of the conference (inservice-training) are also highlighted along with the goal-setting process utilized for establishing both short- and long-range goals for the college's program as it changes to meet changing needs of its community. In addition, the established goals and objectives of the college are reviewed along with the revised goals for the continuing education or community services function of the community college.

HIGHLIGHTS OF THE REGIONAL CONFERENCE

THE COMMUNITY DIMENSION OF THE COMMUNITY COLLEGE

The following excerpts reflect the highlights of a one-day regional community college conference on "The Community Dimension of the Community College." Sixty-eight people from eleven community and junior colleges attended this conference. Moderated by Forrest M. Landon, Associate Editor with the Times-World Corporation, which publishes two daily newspapers in Roanoke, Virginia, the conference consisted of preseatations by a panel of three nationally recognized community college educators. The excerpts feature those statements which deal directly with the role of the community college in working with and developing the people of its region.

The results of an informal evaluation indicated that this conference was successful and that it provided significant insight for the faculty and staff of Wytheville Community College concerning future directions and goals for the college.

Forrest M. Landon*

". . .Obviously, if a community college is to justify itself, it must be community oriented, in fact as well as in name. But it is one thing to state the obvious, and it is quite another matter as, I am sure, we will discover in hearing the speakers this morning to reach full consensus on precisely how a community college can most effectively fulfill its reason for being. Harlacher, in his book, defines community services as those educational, cultural, and recreational services provided in addition to regularly scheduled day and evening classes. That is a rather narrow definition really, it seems to me, for what do we mean by community dimension or even by the word community? I would hope that at least we would define some terms here this morning, whether we accept the term in its narrowest interpretation, the service of adult and continuing education, or whether we are to employ a term in a broader interpretation serving the community of man."

"The Executive Director of the American Association of Junior Colleges, Dr. Edmund Gleazer, has said, 'You can serve as a focal point for community involvement, a catalyst for the processes by which the values of a free society can be refined and advanced.' I prefer that definition of community dimension to Mr. Harlacher's."

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*Mr. Forrest M. Landon is Associate Editor of the Times-World Corporation which published two daily newspapers in the Roanoke, Virginia, area--the Roanoke Times and the Roanoke World News.

". . .But we are discussing regional relevance and so we need to perhaps determine during the course of the conference this morning whether regional relevance does restrict you as a service institution to the possibly narrow interests of a particular geographical area. I am not at all certain you should limit your concerns in quite so restrictive a manner, but I will reserve judgment until our distinguished panelists have had their say on that point. I did notice that Dr. Raines, in a writing that Dr. Gilley provided me, said, 'The community college may become an initiator of curricular innovation, a social advocate, an agent of change despite the risks which that involves.' So obviously, Dr. Raines feels that whether we are using the term community dimension or community service or broader functions of the college, there is a much greater role facing you than that of just providing the adult and continuing education-- the practical or twilight education as I believe Russell Lyons called it in Harper's Magazine."

". . .I hope we will explore, if not in the prepared talks than in the discussion that will follow, what I consider to be two essential questions. First, how is a community college to determine and fulfill its service area's needs? Exactly how do you go about surveying gaps in practical courses and cultural activities that only a community college can fill? How fast do you go in filling those gaps? How do you make certain by planning and evaluation that there is a genuine need, that you do not duplicate what others are doing or might do better, and that you resist unwise attempts at community control of your institution? How do you make certain that your energies and resources serve the greatest good, the greatest number?

Perhaps, most important to quote from a Wytheville Community College report, 'How do you teach not just for the present but for the future?'"

"Secondly, I hope there will be attention given to an aspect that I did allude to earlier, how the community college can broaden horizons, and here I mean upgrading the quality of its academic program. It is often asserted that community services is the stepchild of the community college or that technical education even faces the risk of being the stepchild because of the great attention given liberal arts. Many people see the purpose of the community college to be that of taking over the first and second years of higher education. For this purpose, it seems to me, as a traditional institution of higher learning in the liberal arts, you must determine how to serve and also meet the needs of the community, in community services, without weakening your academic program; and, in fact, without preventing you from further strengthening that program which, I think, is an obligation that faces every community college."

"I was interested in hearing Dr. Keim, one, describe Harlacher as mad, and two, provide me a definition for community services that I have been looking for all morning with which I could go away from here. 'Use of intellectual and physical resources of a community college to deal with and to solve community problems.'"

William A. Keim*

". . .The history of higher education in this country is simply a measurement of the wilderness against the European institutions of higher education. You can get three units for this kind of course, and you can spend ten weeks reading books about how we tried to transform the institutions of higher education from the European culture into this wilderness setting, and how this failed after a certain period of time. It failed for a very important and obvious reason. This institution of higher education did not meet the needs of society as it existed in that wilderness setting. As a result of this, we had a great phenomena that occurred in America which had not occurred in higher education anywhere in the world. That phenomena was the land grant college. It simply was this--the government would give lands and funds to any state which would establish and support a land grant institution which would differ from the other institutions in the following respect. It would dedicate itself to the mechanics, the sciences, the home economics, and the agricultural revolution of that time. So, almost every state established such a land grant institution. Virginia Polytechnic Institute and State University is the land grant institution of this state, and because it was part of the Nineteenth Century revolution of changing education to meet the need of the time, it has a very, very close connection between its purposes and the purposes of the community colleges of this state. Now this is my theory; because, I believe, and I believe this profoundly and completely and I dedicated my life to this principle--

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*Dr. William A. Keim is Director of Off-Campus Affairs at Virginia Polytechnic Institute and State University and President of the National Council on Community Services.

I believe that the community colleges today are as firmly involved in the social revolution of the Twentieth Century as the land grant institutions were involved in the agricultural and industrial revolution of the Nineteenth Century. So we are in a sense revolutionary."

"I also believe that this is characterized by the development of what we have chosen to call community services. Now community services is not a course in knitting. It is not a public relations program. It is not a cultural recreational offering. Community services for any community college is simply the use of the intellectual and physical resources of that college to help solve community problems, whatever those problems might be.

I have had some interesting experiences in community services. I have built model programs. I have been involved at a time when to be into community service area was to be like, I don't know anything to compare it with, except maybe in the early development of adult education. You know what you thought of yourself and other people thought of you. Faculty and administrators thought of you as doing a less important thing than if you were involved in the pure academic world, and this has been agony. It was agony to live through that period of time when to develop programs you had to really argue with faculty members to participate in them and to be willing to give of this time and more importantly money which would ordinarily go into their salaries, when you had to try to develop that kind of concept about the service to community in the face of these kinds of things."

". . .I want to read this little thing from the Roanoke Times, September 4, 1971, from the Opinion Page. They are beginning to joust us a little bit about college degrees. I might add that one of the reasons that VPI and SU is in the business of the College of Education is because only eight percent of the teaching force in the state has a master's degree. Less than one tenth of one percent have doctoral degrees. We are hoping somehow, by introducing an available graduate program to the teaching profession in this state, not to crank out more teachers but to effectively improve the teaching quality in this state through our land grant programs. Anyway, this is what is said in this column: 'While it is too early to conclude that the days of needless degree chasing are coming to an end, a fundamental shift of attitude seems to be taking place. Young people no longer are willing to let their adolescence be deliberately and foolishly prolonged by status conscious employers, parents, and teachers. The search will intensify for a higher education that has meaning in the changed economic and social climate of the 1970's.'"

"Every person involved in the community college should give very, very deep and profound thought to that statement, because it characterizes the change that is taking place in the minds of the people of our society."

"We have established many programs, and maybe we will have the chance to talk about some of them during the question and answer period, but I would say this: How about this for community services--as an example, not a class or a cultural program or a new recreational activity,

not a means of bringing realtors together to discuss the latest development in real estate development, but how about this for an opportunity for a community college--to attack the problem of drug abuse and to lower the use of drugs among the adolescent society. Is this not a worthwhile community service? How about establishing some means of helping young people in their agonies in our present day society--establishing some means to give them voice and counsel. Is this not a responsible community service?"

". . .You will go on as a community college, as being the most unique and responsive agency on the American scene in education today. You will! Now this doesn't happen just because a bunch of professionals get together and hold a conference and talk to one another. This happens in a society because the society itself, in all of its complexities, and your mentioning of the different kinds of communities that there are, in truth, in any one community--this happens because all of these measures of society see their needs being answered through this kind of an institution. The history of man is the history of the agony of man as he measures himself against his institutions which he has created. The community college is one of these happy accidental institutions."

Joseph W. Fordyce*

"It seems to me, as we look at the community college world, that it is possible to think in terms of the directions of the community college world in a kind of triad. I want to comment briefly about that and to point out very early in the stage of the game that one part of this important triad, one that I consider to be essential to the growth of the community college world, is that which we call the community service function about which you will hear something this morning."

"Certainly, one of the things that strikes me as being important, that is particularly related and, I hope, pertinent to our discussion this morning, is that the community college world is a community; and as such, I hope, that you will give attention to this community and your concerns with the communities to which the community college must relate. The communities to which it must relate are almost infinite, of course. The community of the community college world is an important part of the concern of the community service function of the community junior college."

". . .I mentioned a few moments ago that I like to think of things in triads, and my particular triad for the development of the most important kinds of considerations for the community junior college world of the next decade, and throughout our lifetimes, it seems to me, could indeed be subsumed in the three 'nesses,' continuing-ness, comprehensiveness, and community-ness. I will mention the first two very very briefly because we are primarily concerned with going on

*Dr. Joseph W. Fordyce is President of the St. Louis Junior College District and President of the American Association of Junior Colleges.

with the last of the three."

"By continuing-ness we mean something that we consider to be extremely important in our concept of what we do indeed mean by community-ness. As a matter of fact, I think, the further we think about these three concepts the more we come to the conclusion that they are really all aspects of the same thing. That they are all merely factors or merely aspects of the same basic consideration. I suppose, along in a couple of hours or so when I begin concluding my remarks, gentlemen, that I will try to subsume what, I think, that overall principle is toward which we are all relating."

". . .Education has to do with the development of people, it has to do with the growth of people. Education is 'the business of becoming' to borrow the expression from our distinguished friend, Maslow. 'Education is the process of becoming.' How in the world could there possibly be too much education? There is no limit to the possibility for human growth. So there can be no possibility of there being a limit to what is the appropriate amount of education. I suggest to you, therefore, that the concept of continuing-ness, as it pervades the essence of the community college world, would give a new light to many of the kinds of things that we have thought about in the past, in adult education, continuing education, continued education. I suggest, that the key word here is that we must give up the concept of trying to make people educated even though I have just used the expression."

"I want to substitute and, I hope, that you will substitute in your thinking, because it has much more to do with the concept of becoming, growing, being, trying to be, the concept of educative rather

than educated. I maintain that the American democracy must be composed. It must be supported by an educative society, not necessarily an educated society. An educative society, a society that never stops. A society that never stops learning. This, then, it seems to me must be the key word, this must be the goal, this must be the ambition of the continuing-ness factor of the community junior college. An opportunity to let people see what it means to be an educative society; and that the community junior college can, in my judgment, be the most likely candidate as the appropriate vehicle, the appropriate vehicle for producing this kind of educative society that, I think, we need so badly."

"The second concept, that, I think, must occupy much of our attention and much of our thinking along with the one to which we give primary attention today, that of community-ness, the concept of comprehensiveness. Once again, it seems to me, that in our considerations of being a comprehensive community college or comprehensive junior college, once again for the most part. . .I think, that we have interpreted comprehensiveness in the community college too much in, what I would call, an additive sense. We have said yes we have a program under the various names of academic or transfer or university parallel or something of the sort and, I guess, for the most part, when we say that we are talking about the good old tradition of arts and sciences, there is not going to be a discouraging word here in reference to them. But to see them as a kind of unit out here somewhere in the Northeast forty because something else occupies down here in another edge of the campus on the Southwest forty, something else which we call

occupational or vocational; and up here in the Northeast corner, something we call community services or adult education or something else of that sort. I suggest to you that the decade of the 70's will see a comprehensiveness in the form of an integration and a coordination of these programs that is seen now in only the rarest of community colleges and junior colleges throughout our nation. The kind of consideration which says that it is just as important to have an appropriate coordination and integration of these kinds of educations as it is to have them in the first place."

". . .The finest skills, the most humble of skills, the learning of those I suggest to you may be the most liberalizing part and parcel of a person's education under a particular set of circumstances. Any discussion that divides up these kinds of education is completely a division of labor for the sake of discussion and has no meaning, has no meaning, in the lives of the young people that we are designed to serve. Too often we have combed our own nice neat little categorization schemes and then pretended that these are supposed to have meaning for the young people who came to us. Nonsense. They have no meaning for them. They are rejection! They are rejection, mind you, almost a wholesale rejection of those kinds of programs that for the most part we had called occupational and vocational. In America, education is mute testimony, not very mute in my neighborhood to the fact that students simply reject this kind of categorization. They are not going to live in those neat little pigeonholes in which we have attempted to put them."

"It is this third big aspect of the community college world with which we are primarily concerned here today, and (I hope, my remarks so far of the other two parts of the triad are not unrelated to Bill's and Max's notions of what community education is all about) is indeed the concept of community-ness. I would like to say just very briefly in regard to that, that it seems to me we can turn the triad around now and relate this to the community, to my notions, of the community aspect of the community college world. Here once again, I would like for you to think of its comprehensiveness. I would like for you to think of its coordinative role, and the third one that, I think , will become increasingly important as we go along in the years ahead, the cumulative factor."

"Finally, the cumulative aspect, and here I am thinking primarily of the kinds of things by means of which, through the community college's activating its community service function, there can be indeed a cumulative a growing effect in terms of the provision of services for most communities in America, which American communities have never had before. It can indeed have a cumulative, a snowballing effect, so that communities can indeed be the kinds of places in which you and I like to live. Let me just suggest to you one final thought. . .I do suggest to you that there is growth in America, a development in America that might make some of you feel a little bit uncomfortable. It is a kind of competition for the community junior college in relationship to this community aspect of education."

"It is only in this way by accepting every other part of the community on full cooperative basis in a job that none of us will ever be able to finish, but in which we can move forward in restoring to America that part of America, which, in my judgment, has done so much to make it great--the concept of the community, a place in which we can live and breathe and solve our problems because all of the problems of America exist in our communities. If we can do anything toward resolving them there, we will have done our part toward continuing to make America great."

Max R. Raines*

". . .The concept of worthiness is very fundamental--individual dignity and worthiness is very fundamental to our whole democratic way of life and existence. We do not always live up to it, but it is an ideal with us and that is the important thing. Also, we are committed, I think, though we falter in this many times through the concept of homes. This has great relevance educationally, as you well know, and we have learned that this past year. I think, if there is anything this last year taught us or the year before, when we had all of the student upheaval, it was the fact that we simply had not recognized the homes of human beings. We had pretended that they live in a vacuum and that their intellects are all that we are concerned with. They have told us, they have simply told us, 'You've got to be concerned with all of me.' I think that we are beginning to get that message."

*Dr. Max R. Raines is Professor of Higher Education at Michigan State University, and he is in charge of the Kellogg Project on Community Services at Michigan State University.

"The next thing, I think, that we recognize is differentness. This means that individuals are unique, but yet at the same time, I always hasten to add, we are more alike than we are different and yet we are unique as individuals. There are three very fundamental things that education is concerned with and they shape a lot of what we are doing educationally. In addition to that if you get to the concept of society, and so on, you have to move into the idea of interrelatedness. Human interrelatedness becomes very vital--we do not live as an island it has been said, no man is an island--we are related to one another in a very deep and meaningful way whether we want to recognize it or not. We are related to the environment we are suddenly finding out in some very dramatic ways of which we were not conscious. Then there is a concept, that is, the concept of equalness or equal opportunity. Equalitarianism is very fundamental."

". . .I would say to you that in this context of worthiness, homeness, differentness, interrelatedness, equalness--there is a value system that, I think gives us full rationale for moving into the concept of community involvement and community care and community expression. In that and growing out of that you have inevitably a thing of civic responsibility,..."

". . .But civic responsibility is a thing that Bill suggested as an undergirding element in community services, and I certainly would buy this one. Then, we have to face one that we have been hearing loud and clear whether we want to hear it or not, and that is economic efficiency. Now, if you put all of those things together, you begin here to get the concern about the individual, and then,

as you move into this direction, you begin to get concern about the community and the environment."

". . .We have all recognized for a long time that we need to do more than simply teach our classes in the daytime. Our first effort at extension was to move into the evening and that was to make things a little more accommodatingly available to people who were working. But then we said, 'Well, that is not enough, we have got to move out into other places near their own neighborhood and offer things there if we are going to do the job that needs to be done.' People are very timid as adults, and they do not come back easily to school, and they do not even want to admit that they are back in school in many cases. So we try to bring them into contact with education until their courage is built up and generated, and then we can expect that they will tend to move toward the core or toward the center campus. We have extension and then expansion and begin to say that all of the learning is not just confined in those courses that we offer for credit. There is an awful lot to be learned outside of the course that is offered strictly for credit and particularly when we speak of transfer credit."

"We recognize that you simply cannot set up shop and say, 'You all come,' and expect that people are going to come. So we have had to extend ourselves, almost as human beings, out into the community and make them know that we mean it, that we are not kidding about the educational process. We have talked of cultural development, usually, in some very expensive things that we have tried to bring into the community--outstanding speakers and musicians--only to find that the

people who could have afforded to go hear them elsewhere were the only ones who show up. This is a very distressing sort of thing for us. We are going to have to define culture in more of its generic sense of a culture that is emerging and developing and help it to find itself."

"You have many cultures in your community, in most communities at any rate. Helping them to find the dignity of their own culture and to have a cultural exchange such as Indians, and Chicanos, and Blacks and others who have developed a culture, we must help them interpret themselves to others through the cultural artifacts that they create. Leisure time activity, we all run away from this one in terms of interest. It seems when I do surveys nationally to find out about interests of people, that they think that is not our business, and yet that is going to be the biggest business of all in the next twenty-five years--leisure time."

". . .A core program probably exists in about one out of ten colleges in the country that would include these statements:

Some classes offered either in the evening or off campus
Some short courses that are offered to meet special needs of constituencies within the community.
Involvement of some people from the community in an advisory capacity.
Some kind of public information process to get people aware of what they are doing.
Some kind of program of professional development such as you are having here to help staff become more aware of what the potential might be.
Some kind of use of the college facilities such as we got bounced out of the college today to use this facility, because the college was in use with the Food Managers or Food Personnel.

This is the sort of thing that we want to see, a great use of the facilities."

"Now we see in this evolution taking place several kinds of structures that need to emerge. One is what I would call a college community resources institute. Let me tell you about it. By 1980 community colleges should have established a wide variety of quasi-permanent institutes which focus on study appraisal and action programs related to certain problem areas in the community. We have people here from other areas. Had this been with just the faculty I was going to ask them to start, I understand they are already engaged in this, thinking through what are the critical problems that exist in this area. The critical needs of this area. I am sure that you would not agree. It would be very strange if you did as we started discussion, but as we begin to talk it would be interesting to see what you put down in rank order by consensus as the key problems of this greater Wytheville area; then, after having done this to compare that with some of the perceptions of people out in the community, having carried this through to other organizations to find out what they feel are critical needs. The point here is simply that we need the experience in community colleges of selecting, for example, a given area and focusing our resources upon it to see if we can have impact upon it."

"A.A. Liveright, the late outstanding leader in the field of continuing education, proposed in the book CAMPUS 1980 four kinds of institutes. I will use this only to illustrate, and then I will tell you more about one specific one, the institute for occupational and professional development. (There is one like that going on at Lake Michigan Community College, and I will tell you about that in a

moment.) The other three institutes are: an institute for personal and family and personal relationships; the institute for civic and social development to prepare for participation in community, national, and world affairs; the institute for humanistic and liberal development to encourage self-realization and personal fulfillment. These are very broad-scoped kinds of institues."

". . .My excitement about this comes to what is really my emerging feeling about the whole relevance of involvement. I am interested in what your college can do for its community. I think, that is fine. But I am far more interested in what your involvement in the community will do for you. It is your involvement that will create relevance. It is your commitment that will create relevance. I am not speaking about the typical volunteer work where stuffing envelopes goes on ad infinitum, but finding ways to creatively involve faculty members in areas that are deeply of concern to them and may be related to their own discipline areas."

"We are going to have satellite learning centers. Community colleges are going to have satellites out in all kinds of places. A typical place obviously is the community schools and areas around that way, but there will be other places, and you are going to find this permeating throughout. If we are going to do that, we are going to have to develop a faculty renewal system, a kind of internal change system."

REGIONAL EMPHASIS

REGIONAL RELEVANCY: A RIGHT AND A RESPONSIBILITY was the central theme for the Wytheville Community College 1971 Fall in-service workshop. It included reports from representatives of various agencies within the college's service region participating in a panel discussion and reflecting upon what Wytheville Community College personnel had done, were doing, and might do in the future in providing certain types of off-campus programs.

Regional Planning Director

As an economist, Mr. Neville Rucker, Executive Director of the Mount Rogers Planning Commission, was asked to dream a little about things that Wytheville Community College should consider for the future. He stated that education is, indeed, a total process so far as the development of a person is concerned. The total educational process from pre-school to adult and continuing education must always be considered. In speaking of economic development and the role that our institutions need to play in this total process, it should be emphasized that education is a total process of the individual's experience.

Mr. Rucker pointed out that the wealth of a nation is to a considerable extent bound up in the skills, education, and talent of its total population. An investment in human beings has the highest rate of return. Education is a total process, one that we have to engage in constantly throughout life. Also, throughout our lives the economic process will go through constant change.

The flexibility of our educational process must be examined often and should not freeze along a particular structure. Emphasis should be on the versatility of human capital, having individuals so trained that they are capable of transitions at various points in their productive lives. Flexibility in response to change calls for a constant reallocation of resources if we are to turn out the mix of goods and services desired.

A total understanding of the economic system puts a great deal of emphasis upon flexibility in the pricing system, in wage rates, and in the distribution of income. This, unfortunately is not fully understood in our society. There are certain structures and sizes of our population basis that are going to be necessary if we are to have a versatile type of economy in existance in this area. We need to gear our thinking toward technical and vocational education in a type of economic development that calls for increasing the skilled and semi-skilled industries concentrated in our growth areas and our educational programs must be geared accordingly. Education is not something that stops, it is a continuing process. We must have more adult programs and continuing programs. We cannot afford to concentrate solely on the children coming along. To have the required flexibility, we need programs for adult education.

Mr. Rucker stated that Wytheville Community College is going to play a role in the development of the region. One of the goals of a planning district commission is to attempt to pull together the various efforts in functional fields and to economize in the use of resources. The community college concept stands at the very heart of this total

development. The community college should not be conceived only as something that a person attends for two years preparing to attend another college--it should be involved in a very significant degree in adult and continuing education. This is important in the economic development of this region.

In dreaming of the future, we should pay substantial attention to the increase of our industrial base in the growth centers. Carroll, Wythe, and Washington counties will have significant growth centers. The types of development that we want in these growth centers demand a constant re-examination of the role that institutions such as Wytheville Community College will play in that development.

Correctional Farm Representative

As Supervisor of Education, Vocational Training, and Recreation at Bland Correctional Farm, Mr. David Mauldin traced the gradual progress in the development of educational opportunities offered the inmates. He said, "We must prepare them, if they are to return to society and society must become more ready to accept these people." In relating the progress of these programs to the college, Mr. Mauldin stated that Wytheville Community College had played a major role in providing personnel and resources by offering classes at the farm. In 1964-1965, the state said that educational classes and teachers must be provided for the inmates. At that time it was determined that the available Bland Correctional Farm personnel were not adequately educated.

Mr. Mauldin started night classes for them so they could obtain their high school Graduate Equivalent Certificates. The first project

was a class in which the students educational levels ranged from grade one to grade twelve, and it was taught by a counselor. Since that time, a programmed instructional program has been offered to short-term inmates. Wytheville Community College personnel became interested in the status of the employees, and courses in psychology and sociology were offered.

Inmates are now offered vocational courses in masonry and small engines. The college is planning additional vocational classes in maintenance and water treatment. Mr. Mauldin stated that there is a standing list of people ready to take these classes. He reported that some inmates had attended college before being committed to the farm, and some had graduated from high school. Both groups need additional education.

Thirty employees had obtained their high school Graduate Equivalent Certificates. Thirty inmates had applied for college work and the enthusiasm was running high and the general attitude had improved considerably. These people were looking forward to the future. Scholarships were offered to regular students--why not have scholarships for outstanding inmates who would be taking work through the college?

In thinking of the future, Mr. Mauldin mentioned that there were problems in the farming area and suggested that courses in maintenance of machinery and courses concerning keeping farming records be offered. He suggested that biochemistry relating to fertilizer, electrical and plumbing work, and also instruction in mechanized farming be offered. "Society sometimes holds us back," stated Mr. Mauldin. "We can instill in the people the desire to further their education, to go ahead with

their work, and a desire to live again among members of a more normal society."

Industrial Representative

As a representative of industry, Mr. William Halsey from the Anvil Brand Manufacturing Company in Independence, Virginia, spoke about educational opportunities extended to the company's employees by Wytheville Community College. Mr. Halsey indicated that because of the rapidly growing plant, the employees became aware of a need for a program in human relations. Interestingly enough, this idea of a course in Human Relations originated with the workers and was readily accepted by the supervisors. A better understanding of how to work with people was the general need. Mr. Halsey outlined an eight-week course which was taught by an instructor from Wytheville Community College, and he recommended it as being highly beneficial for employees of any industrial plant. This course was planned around the daily schedules of the people in that area. At the last session sixty businessmen from the region were invited to attend. The plant is still reaping beneficial results. Indications are that this training will minimize the turnover in personnel employed at the plant.

Public School Official

Mr. Joseph Berry, Assistant Superintendent for Federal Programs in Carroll County stated his gratitude to Wytheville Community College personnel for the manner in which they had come to his assistance. The Head Start program was the first federally funded educational program offered in the county. Later, as enthusiasm and more federal aid became

available, greater opportunities were given to develop teacher aides. The development of opportunities offered through the federally funded programs offered by Wytheville Community College personnel were discussed. Courses were offered for credit to teacher aides to create a program of progress so that eventually qualified teacher aides might attain the goal of becoming full-fledged teachers.

In 1967, it became increasingly apparent that teacher assistants were needed in the classroom, and Title III opened up a door for training teacher aides. By 1969 credit programs had been developed. Educators had worked with Mr. Berry in planning an eight to ten year program whereby teacher aides might eventually become college graduates. Mr. Berry stated that Carroll County school personnel were grateful to Wytheville Community College personnel for obtaining permission to work with that county in establishing credit classes. The one important word in describing instruction for any off-campus instruction was "quality." Mr. Berry also outlined educational opportunities currently offered and some to be offered in the future. He outlined a career lattice reflecting the branching out of the teaching opportunities for the teacher aides as they increased their credit hours earned and potential for teaching through their college work. Full tuition and cost of textbooks were provided for all aides and it was hoped that the county would be able to hold their well-trained aides.

Mr. Berry made two recommendations in closing:

1. That Wytheville Community College use the Carroll County Career Opportunity Program to develop a curriculum and course content designed to enable the community college system to provide training for that part of the adult

population designed to serve as para-professionals. Para-professionals have proven beneficial in such areas and roles as classrooms, libraries, curriculum centers, teaching labs, educational secretaries, school social and school health work. He emphasized the need of better trained educational secretaries and recommended that courses be offered in this area so that potential secretaries might become familiar with the jargon and reports necessary.

2. That a program be developed at the earliest possible time in classroom experiences for those in existing pre-teaching curriculums and consideration be given to more child-centered content, basic methods of staffing, and contact experiences with children during the first or second years of training, and certainly prior to the third and fourth years.

In his closing remarks, Mr. Berry stated that, "The people of Carroll County were receiving beneficial services from Wytheville Community College, and they envision much greater service in the years ahead. The college will have to double or triple its efforts to involve local people in establishing needs, developing priorities, and demanding resources in the form of tax and fee support to allow each person who desires any educational experience an opportunity to achieve his goal. Full cooperation must be maintained with the college, the community, the school system, the governing bodies, and the state. Wytheville Community College must continue to maintain the leadership which marks it as one of the great community colleges."

Faculty Sees Forests

Each year the faculty takes a regional field trip. In the fall of 1971 the Wytheville Community College faculty members were guests of the National Forestry Service on Tuesday, September 20, and toured parts of the Jefferson National Forest and learned of many of the facets of the work of this agency.

The United States Forestry Service is very important as it manages large tracts of land for the taxpayers. There are one hundred fifty-four National Forests in the United States covering some 182,000,000 acres. Their responsibilities cover five areas: (1) Timber, (2) Range Land, (3) Safeguard Water Supply, (4) Wildlife and Fish, and (5) Outdoor Recreation.

The United Forestry Service and the U. S. Park Service differ in responsibility. The Park Service takes care of recreation only, while the Forestry Service covers the five areas mentioned above. While they manage the land, they use, take, and put back. They grow more than they cut. Emphasis is placed on outdoor recreation and wildlife mostly in the Jefferson National Forest.

Mr. Steve McCorquodale spoke concerning the Mount Rogers National Recreation Center which is located in the Wytheville Community College service region. Notes of interest:

1. The highest peak in Mount Rogers in 5,729 feet
2. It was named after William Barton Rogers, founder of Massachusetts Institute of Technology
3. Mount Rogers covers 154,000 acres
4. Upon completion of Interstate 77, one-third of the population of the United States will be within eight hours driving distance of this region.

In developing a national recreation area certain things should be done:

1. Entire systems such as state, federal, and private factors must be involved from the very beginning for the planning of lands in the area.

2. There should be a variety of outdoor activities for all age groups and a rural landscape theme. We should preserve our rural heritage.

3. Private enterprise should be involved where feasible.

4. There should be cooperation with county boards of supervisors and regional planning commissions in the development of local zoning laws.

5. Provision should be made for right of way and access roads where justified and needed.

The activities planned at Mount Rogers include hiking, horse trails, winter sports areas, scenic highways, camping and picnicking. There will be 160 camping units added soon to the present 160 now in operation. Hopefully, this will provide people with an educational facility for environmental and ecology study.

An important factor in planning for land utilization is identifying historical sites that are now unknown. They can use the college's help in locating them. This is important so that historical sites will not be ruined unknowingly. They will also have management for fire control. Only one acre within the Mount Rogers region was lost last year from fire.

The range program at Mount Rogers is not a significant part of their planned program; however, on top of the mountain there is Alpine-type grass and 2,500 acres are used to graze cattle and sheep. Within the timber management of Wythe District there are 112,000 acres, 80,000 of which will profitably produce timber. The remaining 32,000 acres are too rough and too steep for efficient production.

To keep the national forest in good shape there is an inventory and examination system. Ranger districts are divided, and each division is examined within a ten-year period of time. Areas in need of regeneration require a timber sale. This cultural practice produces a better stand of trees because trees reproduce best in full sunlight. The

economic value is increased because of the improved wildlife habitat and the continuous flow of products into the markets. Trees ready for market are from 80 to 100 years old--the under story trees are 40 to 50 years old, and saplings getting no sunlight are not able to grow. Seedlings that are coming up are the ones to work with for future timber crops.

Faculty Views Tunnel And Other Projects

The faculty, also, had the opportunity to observe construction in the Big Walker Tunnel which will expedite travel through a mountain range within the college's service region. Notes of interest:

1. The tunnel runs 3,980 feet underground
2. One-third of the way through from both ends there are walking passage ways for emergency use only connecting the twin tubes
3. In looking back toward Wytheville, the faculty observed a 325 foot cut through a mountain on the approach to the tunnel.

From the tunnel the faculty members traveled to Stony Fork Recreation Area where they were shown drawings of a proposed 475 acre site for a recreation development area with a five acre lake to accommodate boating and fishing. Camping units will be established.

The forest rangers then directed the tour to a wildlife and recreation stop where Mr. Charles Peery of the Virginia Fish and Game Wildlife Management Agency told how he helped manage and care for land and the natural habitat for wildlife in that particular area. Improvement of wildlife habitat is pursued cooperatively with State Fish and Game Agencies.

As the last part of the tour, a water shed near Rural Retreat,

Virginia, was observed where at one time strip mining of manganese had eroded 125 acres. An objective of the U. S. Forest Service was to gradually restore the area. Cooperative programs in water shed development and flood prevention are carried out with State Forestry Agencies, the Soil Conservation Service, and Water Conservation Districts.

These field trips helped the faculty to relate to the region. The Wytheville Community College faculty enjoyed and benefited from these experiences which were arranged and conducted by Malcolm Cockerham, District Ranger for the Wythe Ranger District of the U. S. Forest Service. They made the theme for the year, REGIONAL RELEVANCY: A RIGHT AND A RESPONSIBILITY, more meaningful.

PERFORMANCE OBJECTIVES

The performance evaluation program at Wytheville Community College is based on a philosophy which can best be described by the following quotation from the college's performance evaluation plan. "The only person with which each individual can profitably compare himself is himself yesterday, and if a college is to continue to improve year by year, the individuals associated with it must improve from year to year." In other words the basic premise of the performance evaluation plan is that if each individual constantly improves his performance within a set of prescribed guidelines, the college itself will be strengthened on a continuing basis.

In this plan attention is focused upon the development and achievement of institutional and individual performance objectives. Institutional objectives are developed through a procedure which involves the total college family while individuals develop a package of personal performance objectives which relate to the institutional objectives. This allows the staff to participate in the setting of institutional objectives as well as choose those objectives which they feel that they can best assist the institution achieve. The plan also provides for consideration of student, faculty, self, and supervisory opinion of the individual's effectiveness and focuses on the use of performance objectives to individualize the personnel improvement and evaluation program.

The first step in this approach to the evaluation of personnel through a management by objectives concept is the establishment of institutional objectives both of a long-range and short-range (one year) nature. Many

colleges have experienced difficulty in establishing these objectives in such a way that a majority of the personnel are committed to them. The approach at Wytheville Community College has been to carefully examine the college's programs in light of its purpose (basic reason for existence) with emphasis on ways in which it can better deliver those educational services required in the various programs.

After careful examination of its purpose by the college's faculty and administrative staff, a two-pronged approach is taken to establish institutional objectives which involve both the administrative structure of the college and the Faculty Government Association. After careful consideration and refinement a set of objectives is presented to the college's local board for formal adoption. The board then uses these objectives and the success of the administration and faculty in accomplishing the objectives as an integral part of the board's six-point program of college evaluation.

To examine the purpose and programs of the college with emphasis on areas of needed improvement, the college's faculty and staff participate in a number of seminars which feature panels of persons who have a direct or indirect interest in the educational services of the college. The initial or keynote panel in 1971 (The Community Dimension of the Community College) consisted of the editor of a large Virginia newspaper and three national authorities on the community junior college movement (discussed earlier). This panel in its presentations and discussions with college faculty set the tone for future seminars. Other seminars featured panels which consisted of representatives of the alumni, the student body, four-year colleges to which the college's graduates transfer, representatives

of industry employing graduates of the occupational-technical programs, representatives of local public school systems, and a panel of representatives of social service agencies such as the Welfare Department, Health Department, the Regional Planning Commission, an area correctional institution, and local elected officials.

After a comprehensive look at the college, its existing and potential educational services and its successes and potentialities as seen by persons outside the institution itself, a set of institutional objectives was developed using a two-pronged approach. First, using the organizational structure of the college, ideas on areas needing improvement were solicited and after the accumulation of numerous suggestions the college administration used professional discretion to establish five prime objectives. In addition, the Faculty Government Association, representing the college's teaching faculty, recommended objectives to the college's administration which were developed anonymously by a frequency response analysis.

The approach of the Faculty Government Association was simply to have each instructor to recommend ten objectives which were compiled with the ten most frequent objectives being resubmitted to the faculty for ranking in order of priority. The results of this exercise were reported to the administration. Then, the two objectives with the highest ranking by faculty were selected by the administration as institutional objectives with the other eight faculty objectives being considered by the administration in the development of the other five institutional objectives. The two different approaches to goal setting took place almost

simultaneously.

These objectives were then refined, discussed in detail, and presented to the college's board for its concurrence. After the adoption of the institutional objectives, they were distributed to the entire college community: the faculty, the staff, the students (through the college newspaper), and the public through the local news media. The objectives were the focus of faculty, administration, and board attention for the year.

WYTHEVILLE COMMUNITY COLLEGE

GOALS AND OBJECTIVES

Long Range Goals

The college is committed to:

1. Providing an appropriate and rewarding educational experience for all of its students by constantly adjusting the educational programs and techniques to meet the changing needs of a constantly changing student body.

2. A program of community service and continuing education which involves a continuously increasing percentage of the people in the college's service region.

3. Providing a student services program which increasingly focuses on the pragmatics of helping students.

WYTHEVILLE COMMUNITY COLLEGE

1971-1972 INSTITUTIONAL OBJECTIVES

The following objectives were developed by the process described earlier in this paper and focus on moving toward meeting the institution's long-range goals during the 1971-1972 academic year.

1. To increase the number of full-time students enrolled in the fall of 1972 as compared to 1971.

2. To increase the college's service to the community by cooperating with service agencies to offer more educational programs off campus, both credit and non-credit.

3. To prepare for the college self-study by having each administrative/academic division complete a preliminary self-study of the division with emphasis on the appropriate standards of the Southern Association.

4. To revitalize and reorganize occupational-technical advisory committees.

5. To develop at least seventy-five (75) percent of the courses in each academic division of the college in terms of specific behavioral objectives and to include the use of multi-media presentation in all courses.

6. To increase by ten percent the circulation of library books and materials.

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7. To improve communications between: faculty and students; faculty and administration; and students and administration.*

8. To improve classroom teaching as evaluated by student response and accomplishment.*

*Developed by "Survey of Faculty Objectives" as developed by the Faculty Government Organization in October 1971.